

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Ronald J. Peterson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Voorhees High School

(As it should appear in the official records)

School Mailing Address 256 County Route 513

(If address is P.O. Box, also include street address.)

City Glen Gardner State NJ Zip Code+4 (9 digits total) 08826-9529

County Hunterdon County State School Code Number* 19-3660-060

Telephone 908-638-6116 Fax 908-638-8689

Web site/URL http://www.nhvweb.net/voorhees E-mail rpeterson@nhvweb.net

Twitter Handle _____ Facebook Page www.facebook.com/voorheeshs?ref=aymt_homepage_panel Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Charles Shaddow E-mail: cmshaddow@nhvweb.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Hunterdon - Voorhees Regional School District Tel. 908-735-2846

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Dr. John Kulick
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	126	125	251
10	136	135	271
11	148	136	284
12	147	128	275
Total Students	557	524	1081

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1	1140
(5) Total transferred students in row (3) divided by total students in row (4)	0.041
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 69

Information for Public Schools Only - Data Provided by the State

The state has reported that 21 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %
189 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>14</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>66</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>62</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>24</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	96
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 11:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	99%	98%
High school graduation rate	96%	97%	96%	91%	96%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	273
Enrolled in a 4-year college or university	62%
Enrolled in a community college	18%
Enrolled in career/technical training program	2%
Found employment	0%
Joined the military or other public service	2%
Other	16%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Voorhees is dedicated to encouraging the development of each student as a unique individual capable of achieving success in a continually changing global community.

PART III – SUMMARY

Voorhees High School is one of two high schools that comprise the North Hunterdon-Voorhees Regional High School District. The district serves 3,000 students, 1098 at Voorhees. Established in the 1950s, the district covers 174 miles and incorporates twelve sending districts. Voorhees draws students primarily from six surrounding communities.

While there is little ethnic diversity in the Voorhees communities, there is considerable socio-economic diversity due to per-capita income differences among our sending districts. Some communities have multi-million-dollar estates and expensive subdivisions while others have farms, trailer parks, and low-income housing. These economic differences are reflected in the sending grammar schools. A major goal of Voorhees is to help level the educational playing field for students, enabling all students to enjoy success academically, emotionally, and socially.

Towards the attainment of that goal, the Student High School Integration Program (SHIP) was developed. SHIP, along with freshman orientation, plays a crucial role in a successful transition to high school. Upperclassmen meet with eighth graders in the spring prior to attending Voorhees and then meet monthly with these students as freshmen. This helps them acclimate not only to high school, but to one another. The success of these programs is evidenced by the camaraderie that quickly develops among students.

As a comprehensive high school, the academic program is designed to meet a wide range of student needs. Offerings include 27 Advanced Placement courses, multiple levels of required courses in all major content areas, and special class programs for students with autism, students who are multiply disabled and medically fragile, and students with emotional challenges. Concurrent enrollment opportunities are available through Seton Hall University and Raritan Valley Community College. A well-rounded program of electives serves to provide students with opportunities to explore career options. Students are also able to attend a partial day at Hunterdon County Polytech Career and Technical School.

The Guidance Department is designed to ensure that all students acquire and demonstrate a set of competencies in career, occupational, educational, social planning and decision making. A director, five guidance counselors, and a student assistant counselor support students and their families. The department provides extensive specialized programs throughout the school year to create partnerships between the school and the families we serve. For example, transfer students and their parents are given a specially designed orientation program, and are then welcomed with a new student breakfast at the beginning of the school year. The Gifted and Talented Coordinator provides students and parents with information about scholarships and enriching educational programs.

In addition to academics, Voorhees enjoys a rich tradition of athletic and artistic excellence. We offer twenty-seven varsity athletic teams, many with junior varsity and freshman levels; approximately one-third of the students participate in athletics each season. Students may choose from nearly 50 clubs and activities spanning a wide variety of interests. The music department and Drama Club provide opportunities for students interested in performing arts, with at least six concerts and three dramatic productions every school year, including a spring musical.

Voorhees enjoys an excellent relationship with its sending districts. Departmental articulation with the six sending districts is ongoing throughout the school year. Content-area articulation meetings are held to ensure that curriculum is both vertically and horizontally integrated. One of the primary goals of articulation is to create a structure that enables students to enter the high school on an equal footing in terms of content, regardless of the sending district they hail from.

Voorhees encourages parent partnerships. Athletic and music booster groups supplement budgeted funds by providing additional equipment for their respective programs. The Parent Advisory Committee meets monthly with the principal to discuss educational topics. The Parent Teacher Student Association holds two fundraisers a year to support Project Graduation. There is also an educational foundation that works to support teacher needs and school initiatives.

Since the county is rural, Voorhees serves as a community center. Numerous and varied community organizations utilize the school facilities. On our campus, local theater groups perform, youth athletic teams utilize the gymnasium and playing fields, blood drives are held, and SAT prep courses are offered. Representatives from a variety of agencies and businesses serve as guest speakers within the school, and our annual Career Day draws participants from the community. The relationship is reciprocal, as community service plays a role in the lives of our students. Students readily participate in service organizations, such as Key Club and Students for Change, conduct fundraisers for charitable organizations, and serve on voluntary fire departments and rescue squads.

Through its rich and varied academic offerings to its exceptional arts programs and excellence in athletics, Voorhees High School has something to offer all students. We are a community born of six sending districts, but bound together by a shared vision of success for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The main curriculum areas offer courses in four levels: general, college prep, honors, and advanced placement. We support students in all subjects to help them be successful, and we create avenues for a student to successfully go from a general class to a college-prep-level class or from a college-prep-level class to an honors/AP-level class. There is always room for a student to advance him or herself. Each department has a resource area where teachers are available to help students throughout the day. Extra help is also available after school every Monday, Wednesday, and Thursday.

The English curriculum is aligned with and based in the Common Core State Standards (CCSS). Each curriculum requires students to read and write a lot, and is based in essential questions so that students understand the larger application of the literature. Although each course has required texts, students are also required to read many books of their choice. The content is not the focus, but is a way to engage students in the text to help them develop the reading skills they need to be successful in college and in a career. For writing, students receive instruction and models and then apply those skills to their writings. These writings go through the many writing process stages. Students who are below grade level are remediated in the following ways: lower-level classes, reading and writing workshop classes (an additional class with more individualized instruction), and push-in support for special education and lower-level classes (an English teacher going into that class for extra support).

The mathematics curriculum is aligned to the CCSS, and educators address the Standards for Mathematical Practices in their teaching and planning. The Standards for Mathematical Practices focus on the conceptual ideas of mathematics rather than memorization. As New Jersey begins the PARCC assessments, these practices will help students be more successful with the rigors of the PARCC assessment tasks. Our courses range from a general Algebra 1 course to AP Calculus BC. Each curriculum is broken down into units, student learning objectives, essential questions, and the appropriate standards. Big tasks are used where applicable to promote student discussion.

The purpose of Social Studies education is to develop knowledge, skills, and perspectives needed to become active, informed members of society both locally and globally. The Social Studies department offers all students an array of academic and co-curricular opportunities. Courses are aligned with the New Jersey Core Curriculum Content Standards and the district's curricular benchmarks. Learners are required to complete a year each of Early American History, Modern American History, and World History. However, most continue exploring history through engaging elective courses, including psychology, other history, government, and social sciences. In an effort to acquire the skills necessary for success, students read and analyze primary documents and answer document-based questions. They incorporate technology through the use of simulations and other online resources. Co-curricular opportunities, such as Model UN, The Government Club, and History Club, examine global challenges and the judicial system.

Science is a board-required three-year program, beginning with Physics as freshmen, Chemistry as sophomores, and Biology for juniors. The Physics and Chemistry courses reinforce Common Core Mathematics skills, and Biology reinforces English/Language Arts skills. We have a very robust science elective program (including Human Anatomy, Behavioral Ecology, Astronomy, Forensic Science, all AP Science courses, and Organic Chemistry), and over 90% of seniors elect to take at least one additional science class. In recent years, over 40% of graduates have studied S.T.E.M.-related majors in college. High-achieving students have the opportunity to take an AP course as their first course in that subject area. Low-achieving students can get extra help from their teacher or go to our Science Resource Area for extra help. We currently follow the New Jersey Science Core Curriculum Standards and are actively preparing to be aligned to the Next Generation Science Standards by September 2016.

Students in the Autism and Multiply Disabled class use Unique to Learn, an online curriculum that is aligned with the Common Core State Standards, and it addresses all four major academic areas. The program is delivered at the correct accessibility level, while remaining age and curriculum appropriate.

The curriculum supports college and career readiness by providing students with skills needed to be successful after high school. Common Core State Standards are based in college and career readiness, and PARCC assessments measure students' attainment of those standards. Supervisors check lesson plans for alignment to CCSS and PARCC-like tasks. We also use common assessments that are based in the standards in all subjects to monitor student progress towards the standards. Students who are not meeting the standards receive remedial help in those areas. Currently, all sophomores and juniors take the PSAT; next year, all freshmen will also take it.

2. Other Curriculum Areas:

The World Language Department offers students five languages: Chinese, French, German, Latin, and Spanish. Students of all abilities are strongly encouraged to continue beyond the one-year requirement. Both French and Spanish offer a foundations class for those who need a slower pace, while all first and second levels are designed as college preparatory. College Prep and Honors are offered to third-year students, and levels four and five are designated either Honors or Advanced Placement. Highest achieving student are inducted into their respective honor society. Our World Language curriculum is divided into units, including Family and Community, Contemporary Life, Global Challenges, Public and Historical Personalities, Science & Technology, and Beauty and Esthetics. Within these units students are challenged to read, analyze and decipher authentic and current texts. Students discuss the environment, pros and cons of social media and technology, and other topics presented in Science through the STEM initiative. They work with graphs to extrapolate demographic information, maps to discuss geography, and population, and numbers to convert currency. The World Language Department also offers exciting opportunities for students to explore the world by hosting international students, fundraising for reputable organizations such as "Heifer International," and sponsoring a child in Colombia.

Visual, Performing, and Practical Arts offer a wide variety of courses for students of all abilities from foundational level courses to Advanced Placement Music and Visual Art courses. All graduates take five credits (or more) of Fine or Performing Arts and five (or more) credits of Practical Arts. Highlights in the Music program include six yearly performances, our award winning Viking Marching Band, and our partnership with Westminster Choir College. Students are exposed to variety of musical genres from contemporary to a more traditional repertoire.. The Visual Arts boast a university level ceramics studio complete with one gas kiln, three electric kilns, multiple kick and electric wheels, and an active black and white darkroom. From our television studio, we create a live daily broadcast called The Morning Show. The studio has a newly upgraded set, new control room, and industry standard software. Practical Arts includes Family and Consumer Sciences, Technology and Business Education. Students gain real-world, hands-on skills applicable in future careers. Our Family and Consumer Science curriculum includes food science, a hands on lab, and an active and vibrant Child Care program which serves the local community. The department has an active chapter of Future Career and Community Leaders of America. Technology Ed recently acquired a Makerbot Replicator 3D Printer and an Epilog Laser Engraver. These items will become vital to the Technology Education Lab and enable us to advance the STEM initiative. The department has an active chapter of Technology Student Alliance. The Business Education department manages the School Store in conjunction Special Class Program students. The department has an active chapter of Future Business Leaders of America.

The center and the core focus of the Health and Physical Education Department is overall fitness and wellness. Physical Education accomplishes this with specific elective courses in as well as with concentrated of units of study in the freshman and sophomore years. In upper level P.E. fitness is a common thread throughout, meanwhile maintaining a strong emphasis on lifetime sport activity. We pre-assess fitness at the start of the courses and compare results at the end. Each day teachers incorporate activities and exercises to reach goals. Our Jump Rope for Heart also keeps the idea of being fit fun. All students are required to take four years of Health and PE.

We offer a comprehensive Health Education curriculum; along with relevant topics of substance abuse, nutrition, mental health, human sexuality, etc., we include fitness, wellness and longevity units of study throughout each of the four years. We believe this overarching approach implicitly keeps personal fitness

and a healthy approach to life at the forefront of a student's education at Voorhees and hopefully into the rest of their lives.

In all of the above mentioned areas, the building literacy committee helps teachers integrate reading and writing skills across the curriculum.

3. Instructional Methods and Interventions:

The school is in the second year of a plan to get all students a Chromebook. Currently, all freshmen, sophomores, and juniors have their own Chromebook. Our instructional approaches have changed because of this in that formative assessments are regularly given through the technology with programs like Edcite.com, Poll Everywhere, Kahoot!, and Nearpod. Teachers do not wait until summative assessments to intervene with struggling students, but can now do so at any point when the teacher notices the student struggling. Our district's Curriculum and Assessment committee has emphasized the importance of formative assessment and its use in diagnosing student deficiencies. Supervisors review formative and summative assessments, as "Assessment of and for learning" is one of the standards for the teacher evaluation model that we use in the school.

Students who are excelling are given enrichment activities that require them to explore issues more deeply. For example, advanced readers will read related texts and examine connections between them.

Teachers participate in two-hour professional development workshops every month. During these workshops, teachers often learn about and develop formative and summative assessments; many of these are common assessments in the district. Teachers also have an opportunity to discuss the common assessments, the results, and best practices relating to them with their counterparts.

The school has support classes in math and English. Supplemental Algebra 1 spends the first half of the year focusing on 7th/8th-grade curriculum work that students may not have mastered, and then the second half of the year supports their current Algebra 1 course. Math and English workshop classes are one-semester courses that focus on supporting the student in his/her current comprehensive class. The support courses focus on extra practice and more individualized instruction. These curricula are dependent on the needs of the students. Teachers give diagnostic assessments and use the results of past state tests to determine the deficiencies. Whole-group instruction, small-group instruction, and individualized instruction are all utilized to promote differentiation.

In order for grade-level content, instruction, and knowledge to be mirrored in our Alternative Learning Community and Resource Replacement classrooms, math and English content teachers are assigned to work in those unique classrooms. This teacher infuses the strategies required to bridge the achievement gap, not only to the students, but for the special education teacher as well. Through collaboration, our sister school adopted our successful academic intervention in order to meet Adequate Yearly Progress.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The table shows the scores of first-time test-takers (juniors) for the High School Proficiency Assessment (HSPA) in New Jersey. Scores are reported on a scale of 100-300: partially proficient (100-199), proficient (200-249), and advanced proficient (250-300). The test consists of multiple-choice questions and open-ended tasks; the English section also includes two essays.

The HSPA passing rate for math and English has been very high. In 2014, the math passing rate was 94.5% and the English passing rate was 99.2%. The advanced proficient percentages for math and English have greatly increased. In English, 30.4% of the juniors were advanced proficient in 2010; in 2014, that increased to 54.3%. In math, 35.9% of the juniors were advanced proficient in 2010; in 2014, that increased to 45.5%. This is a result of a Middle States goal on increasing the advanced proficient percentages. We targeted our proficient group and provided them support, such as providing peer tutors and identifying and teaching advanced proficient skills. We also provided motivation to do well on the tests, holding events such as awards nights for advanced proficient students.

Because our subgroups are small, the percentages between the total and subgroup scores can be skewed. Several methods have been used to close the achievement gaps for special education and socio-economically/disadvantaged students. With instructional strategies, we have implemented in-class support teams, where a special education teacher works with a regular education teacher to modify and adapt strategies specific to the needs of the special education student. We have also implemented a model where a regular education teacher supports the special education classes. Curriculum-oriented strategies are infused throughout the school year by utilizing open-ended tasks and grading on the state assessment rubrics.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

As a regional high school district with many sending districts, appropriate placement for freshmen is important. Placement is based on standardized test scores, grades, and teacher recommendation.

As part of New Jersey's teacher evaluation system, teachers create two SGOs (Student Growth Objectives). SGOs allow a teacher to focus on an area of the curriculum and to monitor student achievement toward this goal. Teachers analyze pre-assessment data such as (but not limited to) previous grades in the subject, state test scores, early grades, indicators of student success, and daily classroom performance to place students in different levels. Teachers collect data and monitor progress on students leading toward this goal, analyzing their own instructional strategies and decisions at the same time.

Teachers have common midterms and final exams, and Professional Learning Communities examine the results and discuss best practices with teachers teaching the same courses. Professional development workshops also help teachers develop strategies to create and use formative and summative assessments. Now that all freshmen, sophomores, and juniors have a Chromebook, many of these assessments are through technology, giving teachers immediate feedback on each student's performance in relation to the standards.

Up until this year, results from the High School Proficiency Assessment (HSPA), New Jersey's state test, have been analyzed to improve student performance. This year, New Jersey has shifted to the PARCC assessment, which aims to provide better data on student performance in relation to the Common Core State Standards.

Student performance is communicated to students and parents through Aspen, the online gradebook. This gradebook allows teachers to easily email all students in the class (and their parents) on their district-issued email address. All teachers are also required to have a web page with homework and other information. Basic information is explained at Back-to-School Night, which has a great attendance.

Part VI School Support

1. School Climate/Culture

School climate is the spirit of school life while school culture is a conglomeration of the many attitudes, values and actions of stakeholders that comprise the school community. Staff, parent and community dedication is evident by examining the combined efforts made to ensure sure that everyone feels safe and supported.

The TV/Video production program serves as the hub of communications by sharing current information regarding the daily workings of the school and upcoming events.

Teachers play a vital role in the school community and are encouraged to share ideas and concerns with the administrative team. Aside from academics, they advise clubs, serve on committees such as I&RS, SKIP, DEAC and The Faculty Advisory Committee. The Teaching-Supervisor structure provides a liaison between administrators and teaching staff.

Student groups such as Student Council and Class Officers help establish the climate and culture of Voorhees High School. Both collaborate yearly to create an intense school wide competition. Halls are transformed, students are energized and school spirit is in abundance. Additionally, The Student Quality of Life meets with the Superintendent to discuss issues of concern and offer solutions to issues concerning the student population.

Academics are supported through National Honor Society, World Language Honor Societies and the Mind of the Athlete Leadership Academy whose aim is improving the emotional health of the student athlete and promoting a well-rounded successful students.

Social and Safety needs are addressed through the efforts of many. SHIP members visit middle schools to connect with incoming freshman and ensure a smooth transition and successful high school career. Teen Prevention Education (Teen PEP) is a comprehensive, sexual health program utilizing peer-to-peer education to increase students' knowledge, attitudes, skills, and behaviors associated with healthy decision-making. The School Safety Team consists of members of all stakeholders and develops, fosters and maintains a positive school climate by addressing issues such as harassment, intimidation or bullying. They promote positivity by painting inspirational quotes and murals. Pro Active Collaborative Teens (PACT), facilitates interaction between students with special needs and typical peers. The club's focuses on providing opportunities to attend high school social events such as prom with the peer assistance needed to navigate the event appropriately.

Open-mindedness, diversity and global issues are the focus of the exchange programs. Voorhees has welcomed year-long exchanges from China, New Zealand, Europe and South America along with visitors for shorter periods of time from England, Germany, France and Spain.

2. Engaging Families and Community

Our community outreach begins in 4th grade. Five times a year, seniors spend an hour in fourth grade classrooms helping young students perfect their writing. Senior volunteers help young writers and act as ambassadors for Voorhees' ideals. Seniors demonstrate their mastery in writing and practice their interpersonal skills.

Our building's message board, our district communications officer, the school's website, and social media alert area residents of school events. Drama and musical productions enjoy tremendous resident turnout confirming the quality of the programs as a source of rich entertainment. The community is invited to the annual art show and the Coffee House which features student musical and vocal talent. Residents enjoy the food offered at the annual Dine Italian, run by the PTSO to raise funds for Project Graduation; and the annual Ethnic Dinner, run by Students for Change, which celebrates food from different ethnic

backgrounds. Students develop cultural enrichment in addition to academic success. Enrichment is also facilitated by recently formed Education Foundation which provides support through donations of equipment to enhance educational practices.

Our students actively improve their neighborhoods. We provide food to area families through an annual food drive; student artists paint murals on walls at community and learning centers. This artwork beautifies the area and showcases the talent developed at Voorhees. A giving tree in cooperation with The United Way during the holidays invites students, families, and staff to directly help community members. This concern reaches beyond the boundaries of the district. A club that fosters tolerance, Students for Change, participates in activities year-round with students from Camden to experience personal and world issues from others' perspectives. Voorhees students engage with people from all over the world through 10-day and full-year exchange programs. Students are exposed to other cultures and establish life-long friendships.

As seniors decide their futures recent graduates and local college representatives speak about options. Graduates teach students to navigate college choices; manage time once in college; and to choose activities and support services available on campus. Graduates also provide information about internships and leadership positions in college. These visits encourage Voorhees graduates to remain a part of our high school community beyond commencement. Small groups are invited to hear information directly from the head of student advising at our local community college about coursework options and its honors program. These experiences empower students to make well-informed decisions about their futures.

3. Professional Development

Voorhees has a comprehensive professional development plan to meet the needs of the staff. Professional development includes: a 4-day new teacher orientation in the summer, 1.5 day staff orientation at the start of the school year, and 9 half-day professional development opportunities. In addition, PD can involve community and district staff experts and inter/intra departmental collaboration, specific topics are discussed at the district training lab and monthly staff meetings. We also hold two articulation days with sending districts to discuss PARCC implementation, refine instruction based on Common Core, and 8th to 9th grade transition.

New Staff Orientation informs familiarizes teachers with district policies and instructional strategies. New teachers are trained on relevant classroom technology and the Stronge Evaluation Model, including My Learning Plan. Ongoing support is provided to answer questions that arise.

Staff complete mandated professional development training such as Alcohol and Drug Prevention, Bloodborne Pathogens, Child Abuse/Child Neglect, Diabetes, Hazard Communications and Right to Know, Identifying and Addressing Gang Problems, School Safety, and Asthma via Moodle.

Within professional learning communities staff design common assessments to enhance student achievement. Teachers at Voorhees collaborate on common midterm and final assessments within department teams and analyze data for two subject-specific Student Growth Objectives.

Workshop centered professional development days are offered throughout the year. Staff have the opportunity to work with higher level material through chosen workshops. Topics range from instructional practices to educational technology, specifically relating the new online student information system ASPEN and the 1:1 integration of Chromebooks into the classroom. In addition to district workshops, staff members also have the opportunity for after school PD with the "PD in the PM" program. General topics include: experienced and/or collaborative teacher strategies, technology, and student character development. Specific topics include: Behavior Management Techniques, Differentiated Instruction, How to Engage Students, Backward Design, Assessment for Success, Excel, Chromebooks in the Classroom, Web Design, Peer Mediation, Health and Wellness, and Managing Student Stress.

Staff members are encouraged to pursue graduate level courses locally or online and submit transcripts for PD hours. To encourage higher education, tuition reimbursement is available.

Staff feedback is gathered following professional development using Survey Monkey; areas surveyed include student achievement and classroom usefulness. The Professional Development Committee evaluates results and realigns PD offerings to better serve staff. Courses that do not receive positive feedback are no longer offered and new courses are developed.

4. School Leadership

Participative leadership is important to the culture of Voorhees. To foster school wide ownership, collaboration is key to decision making. Ideas are developed through department, supervisor, and faculty advisory meetings. Collective ownership creates a positive work environment, evidenced by our students' successes in multiple facets of the school community.

To continue an already high quality of instruction, the administration encourages teachers to research innovative approaches for improvement with a focus on test performance. The district provides professional development opportunities to update staff on trends and applications. To create a more focused leadership team, we formed district wide curriculum and assessment, school safety, evaluation, and technology committees.

To provide a smooth transition for incoming freshman we created the Student High School Integration Program (SHIP), an 8th grade transition program. Upperclassmen and staff provide this support. Since its beginning five years ago, SHIP has resulted in overall increased student performance and decreased discipline referrals in the freshman classes it has served.

For the past three years administrators, supervisors, and staff were trained on the Stronge Teacher Evaluation Model and Achieve NJ. Administrators and supervisors continue to work with staff to refine Student Growth Objectives and monitor classroom instruction daily, including lesson plan alignment to the standards. To support new teachers all non-tenured staff are mentored in their first year. Teachers have leadership opportunities through the School Improvement Panel, involvement in curriculum revision (all curriculums are updated to UBD format and Common Core Standards), Middle States, building security input, and professional development. To support the 1:1 computer model and assist staff and students in the inception, we introduced the teacher run Technology Resource Center (TRC). Through the TRC we can introduce new technology applications to enhance our teachers' already strong educational practices. We strive for teacher comfort when seeking advice from administrators and supervisors through a universal open door policy.

Shared decision making is vital to the fabric of Voorhees; we create opportunities to engage in open dialogue with parents, students and community members. The monthly Parent Advisory Committee is available to any parent wishing to participate. Members meet with the principal for updates and for the opportunity to provide feedback on important issues that impact the school. The Student Quality of Life Committee gives student leaders the opportunity to meet with the superintendent, assistant superintendent and principal to openly discuss their opinions and concerns.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>High School Proficiency Assessment</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>New Jersey Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	95	93	92	88	93
Advanced Proficient	46	49	48	39	36
Number of students tested	255	284	278	269	273
Percent of total students tested	99	98	99	99	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	87	92	71	67
Advanced Proficient	0	30	23	23	0
Number of students tested	12	24	14	14	9
2. Students receiving Special Education					
Proficient and above	79	68	65	86	71
Advanced Proficient	6	15	18	6	7
Number of students tested	47	40	49	50	45
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Proficient and above	83	81	100	94	92
Advanced Proficient	0	19	36	25	27
Number of students tested	6	16	11	16	11
5. African- American Students					
Proficient and above	75	67	50	100	100
Advanced Proficient	25	33	25	0	0
Number of students tested	8	3	4	8	2
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	80	50	50	41	67
Number of students tested	5	10	6	12	6

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above	100		100		
Advanced Proficient	100		0		
Number of students tested	1		1		
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	95	94	93	97	93
Advanced Proficient	46	51	49	35	36
Number of students tested	235	252	255	232	254
10. Two or More Races identified Students					
Proficient and above					
Advanced Proficient					
Number of students tested	0	0	0	0	0
11. Other 1: No Ethnicity Coded					
Proficient and above		67	100	100	
Advanced Proficient		0	0	100	
Number of students tested	0	3	1	2	0
12. Other 2: Other 2					
Proficient and above					
Advanced Proficient					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>High School Proficiency Assessment</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>New Jersey Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	99	98	98	97	97
Advanced Proficient	54	47	35	34	30
Number of students tested	256	285	278	270	273
Percent of total students tested	99	98	99	98	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	100	100	100	67
Advanced Proficient	17	30	29	7	11
Number of students tested	12	23	14	14	9
2. Students receiving Special Education					
Proficient and above	96	85	92	86	84
Advanced Proficient	21	13	8	6	13
Number of students tested	48	40	48	49	45
3. English Language Learner Students					
Proficient and above					100
Advanced Proficient					0
Number of students tested	0	0	0	0	1
4. Hispanic or Latino Students					
Proficient and above	100	88	91	94	100
Advanced Proficient	50	19	36	25	27
Number of students tested	6	16	11	16	11
5. African- American Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	38	33	0	0	0
Number of students tested	8	3	4	8	2
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	80	60	50	42	50
Number of students tested	5	10	6	12	6
7. American Indian or Alaska Native Students					
Proficient and above	100		100		
Advanced Proficient	0		0		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	99	98	98	97	97
Advanced Proficient	55	49	35	35	30
Number of students tested	236	253	256	232	254
10. Two or More Races identified Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
11. Other 1: No Ethnicity Coded					
Proficient and above		100		100	
Advanced Proficient		33		100	
Number of students tested		3		2	
12. Other 2: Other 2					
Proficient and above					
Advanced Proficient					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES: